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ABSTRACT

The results of the City University of New York's 1988 Prefreshman Summer Program are presented, noting that the program provides small group instruction, peer tutoring, and counseling in an effort to offer both effective instruction in one or more of the basic skills of reading, writing, and mathematics and to facilitate students' transition from high school to college. Information is included on program growth, the students, achievement (reading, writing, and mathematics), and transition to college. Highlights include the following: for the fourth consecutive year, program enrollments have dramatically increased; enrollment of English-as-a-Second-Language students was up 70% in 1988; some colleges offered flexible programs to provide services to a wider audience; and many students acquired computer skills and study strategies that better enabled them to manage the demands of college. Some of the 14 recommendations are: instruction in computer skills should augment basic skills instruction whenever possible; colleges should expand efforts to provide well-structured training programs for tutors; and as student numbers increase, campuses should see their commitment to the summer program as a year-round activity. Two appendices offer comments from the coordinators and program highlights. Contains 6 references. (SM)

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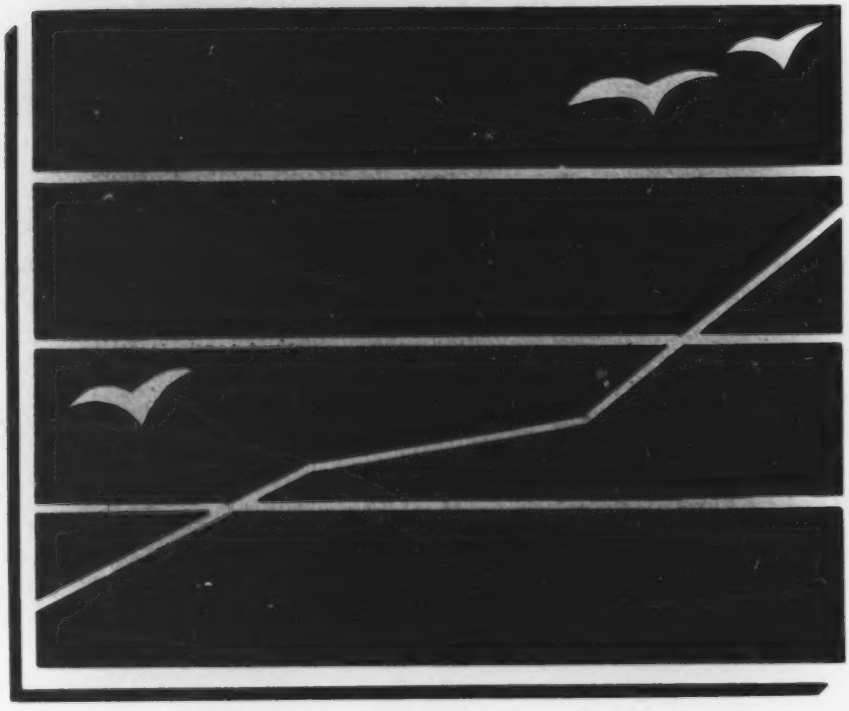
An Evaluation Report



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1988 PREFRESHMAN SUMMER PROGRAM
An Evaluation Report

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Freshman Skills Assessment Program
Office of Academic Affairs
The City University of New York
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SUMMARY

The purpose of this report is to share the results of the City University's 1988 Prefreshman Summer Program. In an effort both to provide effective instruction in one or more of the basic skills of reading, writing and mathematics and to facilitate students' transition from high school to college, the Prefreshman Summer program features small-group instruction, peer tutoring, and counseling.

1988 SUMMER PROGRAM HIGHLIGHTS

- For the fourth consecutive year, program enrollments have dramatically increased--up nearly 100% in 1988.
- Enrollment of ESL students was up 70% in 1988.
- Most students persisted for the program's duration. More than 90% of the 4,451 participants completed summer study and subsequently enrolled as freshmen.
- Student achievement was outstanding. At the senior colleges 75% of the participants demonstrated progress in reading,70% improved in writing, and 84% progressed in mathematics. At the community colleges 68% progressed in reading, 74% in writing, and 81% in mathematics. The program proved effective for ESL students as well. Overall, 61% progressed in reading and 62% advanced in writing. These rates generally are much higher than student success rates in the regular academic year programs.
- Most students completed basic skills in the summer prior to their freshman year, increasing the likelihood of continuing academic success.
- Some colleges offered flexible programs--express courses, mini-sessions, rolling admission dates--to provide services to a wider audience.
- Colleges expanded their summer basic skills services to continuing students, including those entering too late in the admissions cycle to participate in the previous summer's program and those admitted to the University for the second semester of the 1987-88 academic year.
- Many students acquired computer skills and study strategies that better enabled them to manage the demands of college.

INTRODUCTION

In Summer 1985, City University introduced the Prefreshman Summer Basic Skills Program. Now the program is entering its fifth year, and results thus far support the positive effects of intensive basic skills instruction when delivered over the summer. Evidence continues to mount, both nationally and within City University, for a strong, positive relation between early completion of basic skills and persistence in college.

The Prefreshman Summer Basic Skills Program provides intensive instruction in reading, writing, English as a second language, and mathematics along with a comprehensive orientation to college. Modeled after the highly successful SEEK Prefreshman Summer Program (see Bengis, 1985), the tuition-free summer session features small-group instruction and provides intensive tutoring, as well as early academic advisement. In addition, students receive incentives, such as stipends to defray the cost of books, lunch, and carfare.

The report presented in the following pages summarizes program growth, describes the students who participated, and details student achievement in the program. Detailed longitudinal analyses of student performance and achievement are continuing and a number of brief reports will be issued throughout the academic year.

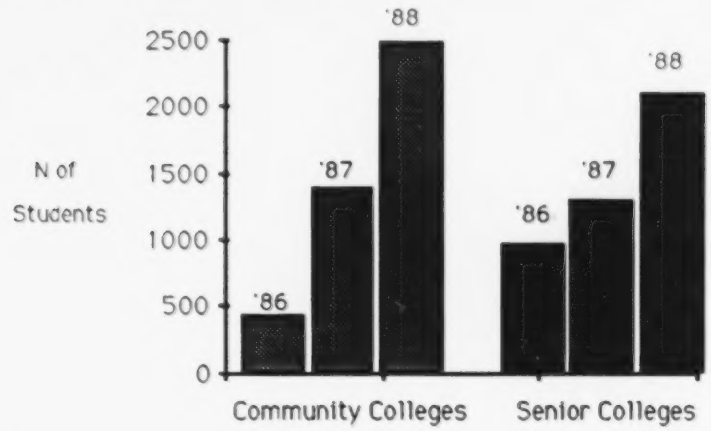
This report focuses on data in three areas: enrollment trends, student characteristics, and academic achievement. Where appropriate, the data for community and senior college programs and for English as a second language (ESL) students and English as the primary language (EPL) students are presented and discussed separately.

PROGRAM GROWTH

Ten senior colleges of the City University started pilot programs in the summer of 1985. More than 500 students participated. For the most part, programs followed a six-week course and included instruction in the basic skills of reading, writing, mathematics and English as a second language. Program outcomes were quite encouraging: 88% of the students enrolled completed the program and approximately 68% progressed significantly in one or more basic skills.

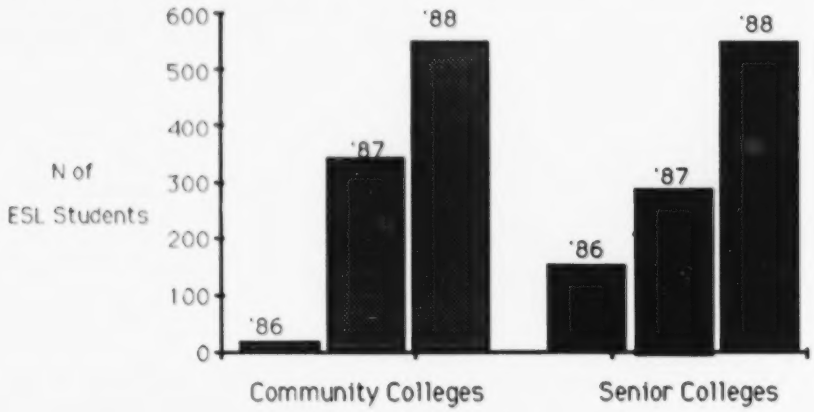
The University continued its efforts at programmatic expansion by drawing in the community colleges in the summer of 1986. The expansion of the program in the second year to 16 two- and four-year CUNY colleges resulted in a 160% increase in enrollment, from 543 in 1985 to 1,414 in 1986. Increases in funding for 1987, in turn, raised enrollment to 2,705, a 90% increase over 1986 enrollments. In 1988, program enrollments again nearly doubled, totaling 4,451 students (2,381 at the community colleges and 2,070 at the senior colleges). Figure 1 shows the dramatic rise in enrollment from 1986 to 1988 for both community and senior college programs.

Figure 1. Prefreshman 86-88 Enrollment Trends



In addition to the large growth in overall program enrollment, ESL enrollment increased substantially from 1986 to 1988. The growth data in ESL enrollments appear in Figure 2.

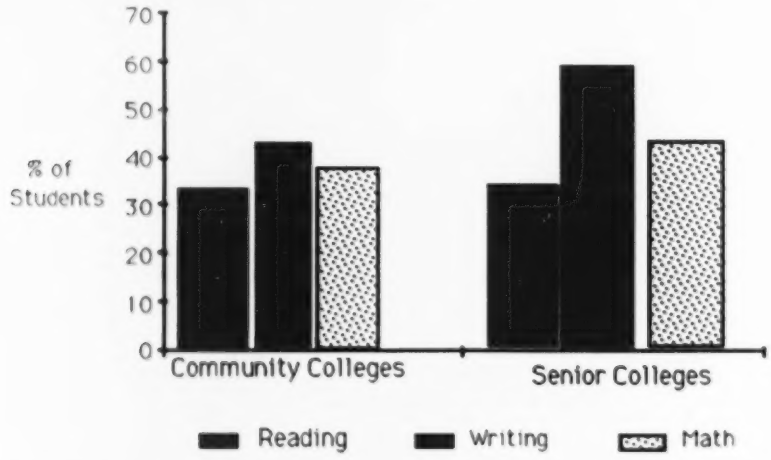
Figure 2. Prefreshman 86-88 ESL Enrollment Trends



Another factor contributes to program growth. Many freshmen are allocated to the colleges long after prefreshman programs begin--for example, students allocated to CUNY in July or August in 1987 could not enroll as prefreshmen in the 1987 summer program. Hence, many colleges now provide service to those needy students during the following summer of 1988. Similarly, students admitted in February of 1988 also had no chance to join their peers in the previous summer, and colleges attempted to serve that group as well. About a third of the total 1988 program participants fell into these groups.

The 4,451 students enrolled in the program in 1988 occupied a total of 5,630 instructional seats, a 58% increase over 1987 (3,562 seats). The proportions of students enrolled in each basic skill are shown in Figure 3.

Figure 3. 1988 Prefreshman Enrollment by Skill



As Figure 3 illustrates, enrollments differed not only by college type but also by instructional area. Some senior colleges concentrated their resources in writing courses, a great area of need. And at many senior colleges students took more than one summer course, whereas at most community colleges students took only one course. Thus, figures show higher total enrollment across skills at the senior colleges, indicating a larger number of instructional seats despite a slightly smaller total number of students than at the community colleges.

The University continues to stimulate growth in the Prefreshman Summer Program. Preliminary projections for Summer 1989 suggest that enrollments University-wide will reach 6,000 students.

THE STUDENTS

The programs at the community and senior colleges served somewhat different populations. The demographic characteristics of the students, broken down by senior and community college, appear in Table 1. The community college prefreshmen were slightly older and were somewhat less well prepared academically, as measured by their high school averages, than the senior college prefreshmen. They tended, too, to have lower family incomes. Overall, 38% of the students (40% at the senior colleges and 37% at the community colleges) reported a first language other than English, with 25% (27% at the senior colleges and 23% at the community colleges) actually qualifying as ESL students.

Table 1. Demographic Profile of 1988 Participants

	Community College (N=2381)	Senior College (N=2070)
	%	%
Sex		
Female	69	59
Male	31	41
Ethnicity		
Black	51	32
White	10	24
Hispanic	27	21
Asian	7	18
Other	5	6
First Language		
English	63	0
Spanish	19	12
Chinese/Korean	4	11
French/Creole	9	7
Other	5	10
ESL Students	23	27
Age		
Mean	24	21
Range	16-67	15-68
Family Income		
Less than $8,000	30	9
$8,000-15,999	25	26
$16,000-23,999	26	26
$24,000 or more	19	29
H.S. Average		
70 or below	5	5
71-80	53	34
81-90	29	53
91-100	3	8
Type of Diploma		
High School Diploma	74	89
GED Certificate	26	11
Enrollment Status		
Entering student	56	68
Continuing student	44	32

ACHIEVEMENT

The University assesses the basic skills competence of all incoming students by administering a battery of tests in reading, writing, and mathematics. These tests, known as the Freshman Skills Assessment Tests (FSAT's), help determine basic skills placement. Students taking part in the Prefreshman Program enrolled in one or more basic skills courses based on their test performance.

For purposes of this study the following terms and definitions identify student progress in achieving basic skills proficiency. Students who failed a skills pretest, passed the posttest after they finished the program, and then advanced to a regular college level course were considered to have **completed** their basic skills requirements. Students who failed the pretest, did not pass the posttest, but placed into a higher level of basic skills instruction after attending the summer program, were considered to have **advanced** in their basic skills requirements.

Most students fell into one of these two categories. However, some students passed the University standard in a given basic skill on entry into the program but failed a higher college standard. Under the same achievement criteria these students were considered to have progressed if they passed the college's standard or if they qualified for a higher level of basic skills instruction on completing the program.

A positive indicator of general student achievement is the program completion rate. For the third consecutive year ninety percent of the students completed the summer program. In 1988, the rates were impressive: 91% of community college students and 89% of senior college students finished the summer program.

It is important to note that certain groups of students would not be expected to pass the FSAT's after completing a brief summer program -- ESL students or those placed in pre-Algrebra courses, for example. Most ESL students, depending on their placement level, must take anywhere from two to six semesters of language instruction before they are considered ready to pass retests in reading and writing. Students placed in arithmetic will take two semesters of basic math before taking the FSAT retest. Obviously, students who require such extensive work in basic skills would need more time to complete minimum requirements than the summer program provides. When assessing academic progress, however, one must keep in mind that the colleges differ both in their basic skills sequences and the criteria for placement within the sequence in the following ways:

(1) As mentioned earlier, the University has established minimum standards of competence on the FSAT's. Some colleges, however, have higher proficiency requirements and have admitted to the program students who satisfied the University standard but who did not meet the college's higher standard of proficiency.

(2) Colleges differed in their criteria for selecting students for the program. Some colleges enrolled students with pre-FSAT scores quite close to the proficiency standards, whereas others targeted instruction to students with lower scores and, hence, with greater academic needs.

(3) In most cases teacher judgment determined end-of-program course placement, based on one or a combination of these factors: (a) a significant gain on posttesting; (b) a higher than minimum passing score on posttesting; (c) classwork; or (d) major field of study.

(4) Since the criteria for selection and advancement differ for each college, comparisons of student achievement among colleges would be imprudent and could lead to spurious conclusions. For these reasons comparative analyses of student achievement were not performed.

Table 2 presents student achievement data on the three FSAT standardized pre- and posttests for both EPL and ESL students at the community and senior college levels. In each area and across all students groups, the gains from pretest to posttest are dramatic.

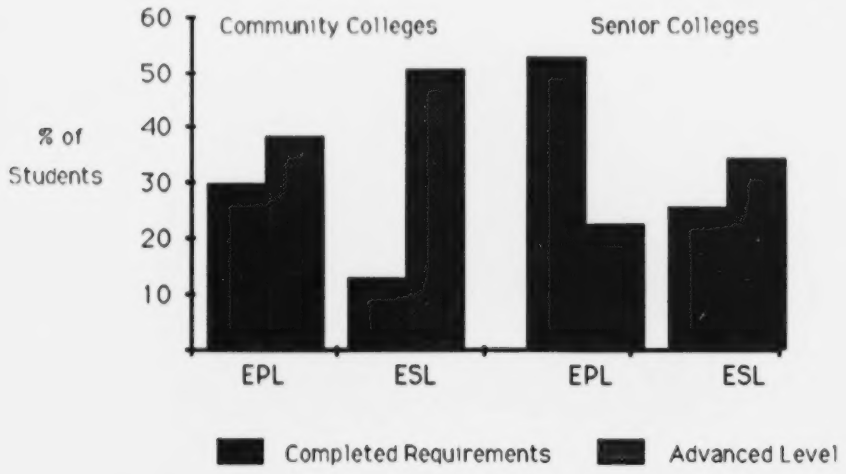
Table 2. Mean Pre- and Posttest Scores on Freshman Skills Assessment Tests

	Community Colleges		Senior Colleges	
English Primary Language				
	Pretest	Postttest	Pretest	Postttest
Reading	7.4	10.5	10.0	13.2
Writing	5.4	7.2	5.6	7.1
English Second Language				
	Pretest	Postttest	Pretest	Postttest
Reading	4.2	7.5	6.1	9.0
Writing	4.3	6.1	4.6	5.7
All Students				
	Pretest	Postttest	Pretest	Postttest
Math	16.4	25.8	19.4	28.9

READING

Figure 4 presents reading progress for EPL and ESL students at the community and senior college programs. A total of 1,413 students (396 ESL and 1,017 EPL students) completed instruction in reading. Preliminary analysis, however, suggests an important difference between ESL and EPL students participating in the program. EPL students taking reading and writing, for example, usually progressed by passing the posttests. As might be expected, ESL students, on the other hand, usually progressed by advancing to a higher level of basic skills instruction.

Figure 4. Reading Progress of Prefreshmen



Senior College Prefreshmen

At the senior colleges 362 EPL students and 295 ESL students completed reading instruction. Their pre- to posttest gains on the CUNY *Reading Assessment Test* appear in Table 2. Students' reading scores increased at all senior colleges, and the amount of gain was consistent across colleges. Of 245 EPL senior college students who took the CUNY *Reading Assessment Posttest*, 148 (60%) passed. (Some students did not take posttests either because they had passed the CUNY standard but not their college's standard on the pretest, or because they were absent from the posttest.) Of the senior college ESL students completing the program, 236 took the CUNY *Reading Assessment Posttest* and 73 (31%) passed. (Many colleges use an in-house ESL test rather than the CUNY tests for posttesting all but advanced ESL students.)

Fifty-three percent of EPL students completed their reading basic skills requirements in the summer program and an additional 22% advanced to a higher level basic skills course. For ESL students, completion and advancement figures were 26% and 34%, respectively. These results are similar to those reported for both previous years of the summer program.

Community College Prefreshmen

At the community colleges 655 EPL students completed the program. Their pre- to posttest gains on the CUNY *Reading Assessment Test* appear in Table 2. Students' reading scores increased at all sites. Of 578 community college students who took the CUNY *Reading Assessment Posttest*, 234 (41%) passed. (As at the senior colleges, some students did not take the posttest because they had passed the CUNY standard but not their college's standard on the pretest or because of absence from the posttest.)

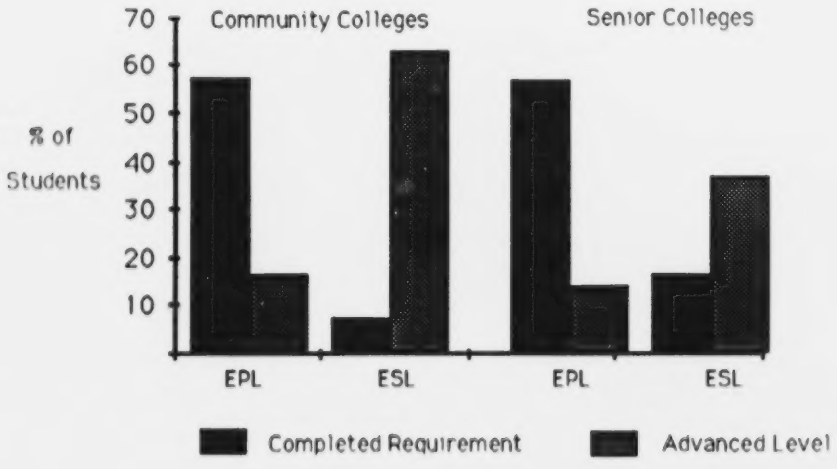
At the community colleges 101 ESL students completed the program. Of these, 81 students were posttested with the CUNY *Reading Assessment Test* and 21 (26%) passed. (As at the senior colleges, most ESL students took in-house ESL tests rather than the CUNY test unless they were at the advanced level.)

Thirty percent of the EPL students completed their basic reading requirements as a result of participation in the summer program and an additional 38% advanced to a higher level course. For ESL students, these figures were 13% and 50%, respectively. These results exceed those reported for both previous years of the summer program.

WRITING

Figure 5 presents writing progress for EPL and ESL students at both the community and senior college programs. A total of 2,018 students (864 ESL and 1,154 EPL) completed instruction in writing.

Figure 5. Writing Progress of Prefreshmen



Senior College Prefreshmen

At the senior colleges 683 EPL students completed the program. Table 2 presents their pre- to posttest gains on the CUNY *Writing Assessment Test*. Students' writing scores increased at all senior colleges offering writing instruction; moreover, the amount of gain was consistent across colleges. Of 647 senior college students who took the CUNY *Writing Assessment Posttest*, 379 (59%) passed.

At the senior colleges 453 ESL students completed the program. Of these, 372 students took the CUNY *Writing Assessment Posttest* and 68 (18%) passed. (Many colleges use an in-house ESL test rather than the CUNY tests for posttesting all but advanced ESL students.)

Fifty-seven percent of non-ESL students completed their basic skills writing requirements as a result of participation in the summer program and an additional 13% advanced to a higher level course. For ESL students, these figures were 17% and 37%, respectively. These results compare favorably to those reported for previous summer programs.

Community College Prefreshmen

At the community colleges 471 EPL students completed the program. Their pre- to posttest gains on the CUNY *Writing Assessment Test* appear in Table 2. Students' writing scores increased consistently across colleges. Of the 419 community college students tested, 245 (59%) passed the CUNY *Writing Assessment Posttest*.

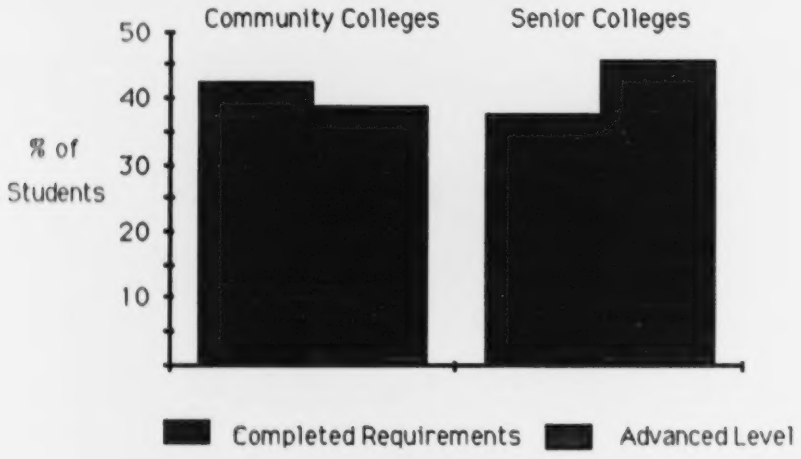
At the community colleges 411 ESL students completed the program. Of these, 117 students took the CUNY *Writing Assessment Posttest* and 31 (27%) passed. (As at the senior colleges, most community colleges administered an in-house ESL posttest rather than the CUNY test unless students were at the advanced level.)

Of EPL students, 57% completed their basic writing requirements as a result of participation in the summer program and 17% advanced to a higher level skills course. For ESL students, these figures were 8% and 63%, respectively. These results exceed those reported for both previous years of the summer program.

MATHEMATICS

Figure 6 presents mathematics progress at both the community and senior colleges.

Figure 6. Mathematics Progress of Prefreshmen



Senior College Prefreshmen

At the senior colleges 728 students completed the program. Their pre- to posttest gains on the CUNY *Mathematics Assessment Test* appear in Table 2. Students' mathematics scores increased consistently at all senior colleges, although by varying amounts. Of 541 senior college students who took the CUNY *Mathematics Assessment Test*, 421 (78%) passed.

Thirty eight percent of students completed their basic mathematics skills requirements in the summer program and 46% advanced to a higher level course. (Many students who passed the *Mathematics Assessment Test* advanced to courses that are still considered developmental courses by their colleges.) These results represent an improvement in completion of basic skills requirements over the completion rates reported in previous years of the summer program.

Community College Prefreshmen

At the community colleges 838 students completed the program. Their pre- to posttest gains on the CUNY *Mathematics Assessment Test* appear in Table 2. Students' mathematics scores increased at all sites, and the amount of gain was consistent across most colleges. Of 733 community college students who took the CUNY *Mathematics Assessment Posttest*, 402 (55%) passed. Forty-two percent of students completed their basic mathematics skills requirements as a result of participation in the summer program and 39% advanced to a higher level course.

ACHIEVEMENT SUMMARY

Students showed the greatest success in mathematics skills, as measured by the percentage of students who progressed in each area. Of those completing mathematics, 82% moved out of basic skills altogether or to a higher level course. Writing skills showed the next highest success level with a 72% progress rate, followed by reading, with a 71% progress rate. In reading skills community and senior college students' performance diverged most markedly; many more four-year college students than two-year students passed the posttest. This situation reflects the differing course levels at the senior and community colleges, with more fundamental courses often offered at the community colleges. Community college students, however, were more likely to exempt from basic skills in mathematics than senior college prefreshmen; this underscores the variation in course sequences and curricula between the two-year and four-year colleges.

It is interesting to note that no noticeable differences in overall achievement appear when comparing entering and continuing students. Thus, students not completely new to the University but who participated as first-time "prefreshmen" during the summer benefitted as much as true prefreshmen--those students who had no prior college experience.

TRANSITION TO COLLEGE

Self-study reports prepared by campus coordinators indicate that a major benefit of the program is that it helps students adjust to college. Coordinators wrote that the program oriented students to college and provided invaluable advice on where to go for help with various problems and in meeting the demands of college work. As we have already shown, many students completed basic skills requirements prior to their freshman year and, consequently, entered the mainstream of college life without significant delay. Many students felt more comfortable when they started their freshman year, and coordinators perceive the students' sense of ease and familiarity as a stimulus for persistence in college.

Coordinators pointed to other benefits as well. Small classes and close attention to individual student needs not only made instruction easier and more efficient for faculty, but also made students more relaxed about class participation. This was especially true for ESL students and students entering with very weak skills. Moreover, prefreshmen often saw peer tutors as friends and role models, particularly when they were former basic skills students. And many students acquired word-processing or other computer skills that will be useful as they further their academic careers. Upon completing the program, many students expressed a sense of accomplishment and confidence in their ability to manage college work.

CONCLUSION

The evidence gathered and analyzed during the course of this evaluation further confirms the value of summer prefreshman basic skills instruction. [See also Bengis, 1985; Heyns, 1978; Lauridsen and Meyers, 1982; Ricketts, 1986; Everson, Gourgey, and Murtha, 1987; Wiener, Everson, and Gourgey, 1988.] Information from all sources--that is, prior research, longitudinal analyses, the students and faculty--supports the notion that the summer instructional format for basic skills has substantial positive effects on academic achievement and student success.

Clearly, the 1988 Prefreshman Summer Program helped improve achievement in all three basic skill areas for both regular and ESL students. Moreover, a substantial number of prefreshmen satisfied their basic skills requirements prior to beginning their freshman year. As Ricketts (1986) noted, students receive beneficial effects not only in academic achievement but in other facets of college life as well. The students' confidence in their ability increased; they grew familiar with the college, and they developed a network of advisors and mentors. As a result of the program's positive outcomes students may enter the mainstream of college work sooner, thereby increasing the likelihood of long-term academic success.

Lastly, there remains a wealth of information still to be explored in the data gathered to date. Subsequent analyses aim to shed light on improving summer learning.

Recommendations

1. Campuses should plan and execute recruitment activities carefully and as early as possible. Given the restraints imposed by passage of the state budget late in the academic year, many campuses still did not recruit actively enough until allotments were clear. Nevertheless, although programs do depend on approved funding, campuses should continue to plan as if funding were assured and should proceed actively, if cautiously, in recruiting students. To help increase enrollment, recruitment activities should build vigorously upon initial contacts by means of follow-up letters and telephone calls.

2. Analyses of student achievement suggest the need for well-developed ESL instructional components. ESL students, in general, enter college with poorer English language skills than native speakers and require more time and individual attention to improve academically. Instruction designed specifically to address the needs of ESL students may help them enter the college mainstream more quickly.

3. Mathematics instruction was particularly effective when delivered over the summer. The hierarchical, componential nature of mathematics makes it amenable to modular instructional methods. Further research is needed to explore ways of delivering reading and writing instruction more effectively over the summer.

4. Summer basic skills programs provide an opportunity for innovative instructional methods. Program designers must continue to capitalize on this opportunity.

5. Program coordinators should see the recruitment of full- time faculty for the summer program as a high priority. When their teachers are long-term members of the campus community, students seem to bond themselves firmly to the institution. An experienced teacher during the summer is a teacher to turn to during the academic year.

6. Instruction in computer skills and study strategies should augment basic skills instruction whenever possible. These skills help students manage the intellectual and cognitive demands of college work. Many students expressed an interest in acquiring these skills.

7. The large numbers of students who are single parents or in need of employment points to the value of making support services, like child care and employment referrals, more widely available to prefreshmen.

8. Colleges must continue flexible scheduling to attract late allocants as well as the large number of students who must work while attending summer school. Basic skills instruction scheduled for evenings and weekends may attract more students to the Prefreshman Program. Programs beginning throughout August will permit students allocated in July to consider the summer option. Thus, colleges should experiment more widely with mini-courses, tutorials, express courses, late start-up dates for specially targeted groups, intensive immersion courses and other new approaches to program format and delivery.

9. Faculty development programs should be structured in advance for administrators, teachers, counselors and tutors together. At the very least, these programs should include a series of workshops on alternate instructional formats and new directions in basic skills instruction, such as collaborative learning, critical thinking, problem solving, literacy across the curriculum, and others. In addition, instructors should synchronize activities and initiate closer working relations to improve student performance and to enhance student bonding to the institution.

10. Colleges should develop comprehensive and structured counseling and orientation programs for students and should share successful counseling models across the campuses.

11. Colleges should expand efforts to provide well-structured training programs for tutors.

12. Colleges should provide expanded cultural opportunities for students in the program: theatre, museum, and gallery visits were often first-time opportunities for prefreshmen. Certainly students should sample the broad cultural heritage of the city as part of their total learning experience.

13. Campuses should involve discipline-based teaching faculty more formally in planning and executing the summer program. Not a job for coordinators and administrators alone, academic planning must involve key scholars and teachers in mathematics, reading, writing, and English as a second language. Involvement of academic faculty in all phases of the program can enhance the program's appeal and further improve its success.

14. As student numbers increase, campuses should see their commitment to the summer program as a year-round activity. Administrators should commit staff to necessary, ongoing activities such as recruitment, course planning and review, assessment, and faculty development.

In conclusion, although it is difficult to draw causal inferences from the available data, the program capitalizes on the motivations, needs, and aspirations of students entering the University. Results indicate clearly that the Prefreshman Summer Basic Skills Program, at a minimum, allows those motives and aspirations to blossom.

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APPENDIX A

Comments from the Coordinators of the 1988 Prefreshman Summer Programs:

"Students were led to experience the integration of reading and writing, particularly as applied to specific content material; this, especially, is the kind of work they will encounter in the first tier of core classes. Students were also led to develop an appreciation of the value and pleasure of understanding ideas, drawing connections and communicating their thoughts to others. In short, they learned what it is to be good students and to have the experience of succeeding with their efforts."

"The instructional strategy entailed considerable and ongoing collaboration, communication, and cooperation between faculty, tutors, counselors, and administrative staff....The approach also provided students with a spirit of encouragement, cooperation and investment which resulted in excellent class attendance, assignments completed on time, and high levels of class participation."

"Through the course of the program, coordinators met individually with instructors each week to discuss progress and problems, and every other week group sessions were held. The effect of these meetings was an increasingly heightened sense of instructional objectives and parameters as well as solutions (or more directed efforts) in addressing individual student needs."

"The emphasis on individualized instruction utilizing the basic skills laboratories constitutes the most important special feature of the program. Students can work in the labs at their own pace, use a variety of materials ranging from print materials to videotapes to microcomputers, and receive instructional support from trained teaching and tutoring staff. Combined with classroom instruction, the labs truly maximize student chances of making progress towards mastering basic skills."

"The microcomputer is the key enabling agent in [the Writing Express] program. Because the computer makes composition easier and revision much quicker and very much more effective than writing by hand or typewriter, its use allows students to devote seven effective hours a day to learning and practicing writing. This is twice the time they could productively devote to it if they were writing and revising by traditional means."

"One of the English as a second language reading teachers planned some interesting activities. One day a week was 'Joke Day.' This activity required 20 minutes of class time: students had to find American jokes, then find out why they were funny and tell them to the class. This assignment incorporated research along with oral presentation and forced the students to deal with the hardest part of any language--its humor."

"The counselors helped students move from a passive approach (in which they assumed that they would be placed in appropriate classes and otherwise told what to do) to an active approach (in which they would take responsibility for their own schedules and become active, independent learners)."

"The rewards of running the program are seeing the students improve in academic subjects and grow personally, even over a six-week period. Students who came in

reluctantly in June bounced into our office during fall registration. Parents told us the program had helped their children's self-esteem."

"Perhaps the most significant by-products of the Summer Basic Skills Immersion Program were the intangible benefits. The students were introduced to college life and academic procedures in a very comfortable and pleasant manner, and at a relaxed pace. The program provided encouragement, motivation and goal clarification, and familiarized students with the college, campus, its faculty, and available supportive and remedial facilities and services....It is anticipated that this group will be more at home and better adjusted during their first regular semester at the college, and that retention potential will be substantially enhanced."

APPENDIX B

Highlights of 1988 Prefreshman Summer Programs

All Programs
* Small classes
* Regular and ESL instruction
* Day and evening classes
* Tutoring
* Group and individual counseling to facilitate adjustment to college
* Incentives: free tuition, books; at some sites, stipends, meals, and cultural activities in the larger New York City community

Borough of Manhattan Community College
* Highly successful recruitment and outstanding enrollments
* Theme-centered instruction, collaborative learning, and computer-aided instruction
* Orientation course covering a variety of skills necessary for college work
* Both faculty and peer counseling
* Free child care services
* Computer literacy and library workshops
* Field trips
* Closing ceremony and certificates of completion

Bronx Community College
* Two three-week summer sessions
* Extensive computer-assisted instruction in mathematics using software developed at the College
* Supplementary computer labs for English and mathematics
* English Express workshop stressing computerized revision of essays
* Field trips

Hostos Community College
* Writing instruction in both English and Spanish
* Free child care facilities
* Instruction and counseling designed to encourage students to be active in their own learning
* Orientation course in skills for college work

Kingsborough Community College
* English and math course content related to real-life situations
* Reading instruction including critical thinking skills and computer-assisted instruction
* Courses on "Student Development" and "Career Exploration"
* Workshops on college life and health issues
* Field trips to Broadway plays

LaGuardia Community College
* Short, intensive courses, lasting one to three weeks
* Reading/Writing Intensive, ESL Intensive
* "Strategies for Success" an intensive college orientation program
* Computer-assisted instruction: English Express (writing with word processing), Math Express (computerized review of arithmetic and algebra)

Medgar Evers College
* Application of critical reading skills to many types of writing, including The New York Times
* Study skills instruction
* Library skills instruction
* Field Trip to a Broadway play

Queensborough Community College
* Strong emphasis on individualized instruction through tutoring centers
* Special presentations of various curricula offered at the College
* Class on college life and career planning
* Field trip to a Broadway play
* Certificates of graduation from the program
* Production of a booklet of students' essays

Baruch College
* Study skills instruction
* Supplementary computer-assisted instruction
* Master Teaching classes in English

Brooklyn College
* Integrated reading and writing instruction based on a thematic module from the College's core curriculum
* Special workshop program for students who failed only one FSAP test
* Supplementary small-group workshops to address special needs identified during regular class sessions
* Library orientation
* Team counseling conducted by a high school and a College counselor
* Publication of a journal of students' writing

City College
* Early notification of students at FSAP placement testing sessions
* Pre-program orientation session

Hunter College
* Integrated reading and study skills instruction
* Strict and effective attendance policy
* Students are considered ready to retake the Mathematics Assessment Test only when they have mastered specified objectives, resulting in a high success rate

John Jay College
* Block registration for students taking two courses
* Freshman seminar series on careers, college life, and health issues
* English and Math Express courses
* Field trips to Broadway plays
* Free childcare
* Fall registration on the last day of the program

Lehman College
* Integrated reading and writing instruction, using materials specially compiled by faculty
* Faculty-student conferences
* Library orientation
* Optional stress management workshop
* Certificates of participation on completion
* New Horizons Club for Summer Program participants

New York City Technical College
* Coordinated reading and writing instruction, including two assigned novels
* Team teaching by an instructor, a counselor, and a tutor
* First-day orientation to introduce faculty and students
* College life course stressing skills for college success and health issues
* Fall schedule planning at the end of the program
* "Contract" between student and advisor specifying goals and including referrals to on-campus support services
* Child care services

Queens College
* Strong emphasis on individualized instruction in basic skills laboratories, using a variety of materials including videotapes and computers
* Special counseling for test anxiety

College of Staten Island
* Integrated reading and writing instruction
* Regular and express courses
* Career workshops
* Central location of faculty/counselor/academic advisor/tutor team
* Peer and faculty counselors
* Free daycare

York College
* Student debates and lessons in logical thinking to prepare for argumentative writing
* Special counseling and public-speaking assignments designed to help students feel more comfortable with class participation
* Role-playing exercises to help students understand and adjust to the transition from high school to college
* Emphasis on helping students learn to work independently